DOCUMENT RESUME

ED 321 259 CS 212 409

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TITLE Evaluating Sources: Strategies for Faculty-Librarian-Student Collaboration.
PUB DATE Mar 90
NOTE 39p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990). Some of the attachments are on colored paper and may not reproduce clearly.
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cooperative Learning; *Discovery Learning; *Educational Resources; *Evaluation Criteria; Higher Education; *Learning Activities; Library Skills; Research Skills; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS Aesthetic Reading; *Collaborative Inquiry; *Collaborative Learning

ABSTRACT

In one university, bibliographic labs were developed to help students retrieve and evaluate sources in the disciplines of history and literature. The labs were designed not only to provide training in the skills necessary for preparing a research presentation and paper, but to build on the foundation of faculty-librarian-student collaboration to actively engage the students as readers of primary and secondary texts, as listeners in a lecture, and as teachers themselves. For students in a writing course linked to a lower-division survey of Western Medieval and Renaissance history, by understanding that textbooks are written by individuals within disciplines students also realized that the lectures they heard were secondary material. Students then began to ask substantive questions about the primary materials. Because students began the quarter learning to recognize kinds of questions asked by historians, they saw more clearly that their own writing participated in an ongoing conversation. During the first week of a reading fiction course, students discovered not only that there are recognizable types of questions and approaches within the discipline of literary studies, but also that the discipline is in the process of redefining and realigning itself, and that they themselves had a variety of critical biases and beliefs of which they had not been aware. By empowering students, teachers allow them to become part of a conversation, and thus to recognize the strengths and weaknesses of that conversation. (Materials used in the bibliographic labs are attached.) (MG)

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Elizabeth Simmons-O'Neill 4 C's 1990

"Evaluating Sources: Strategies for Faculty-Librarian-Student Collaboration:

(Panel: Information Sources and Knowledge Claims: Helping Students Sort out the Differences

Panelists: Virginia Chappell, Randy Hensley)

Today, I'd like to discuss the bibliographic labs Randy Hensley and I have developed to help students both retrieve and evaluate sources in the disciplines of History and Literature. These labs are essential to my goals for the courses, both of which are based on the premise that students' academic writing takes place within specific disciplinary conversations. My goal is to have the labs not only provide training in the skills necessary for preparing a research presentation and paper, but build on this foundation of faculty-librarian-student collaboration to actively engage the students as readers of primary and secondary texts, as listeners in lecture, and as teachers themselves.

This past term I taught a linked writing course to a lower division survey of Western Medieval and Renaissance history for which R.W. Southern's Western Society and the Church in the Middle Ages was the major textbook. I began the quarter with a one page article entitled "Is History Dead?," taking up the current debate about New History and what constitutes evidence in historical argument. The next

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day, I had students read opening sections of several historical works on the Middle Ages, from Shulamith Shahar's The Fourth Estate to Huizinga's The Waning of the Middle Ages and the opening section of the Communist Manifesto. Having begun with a historian's discussion of historical method, and then a series of exercises in which students read secondary texts and analyzed how each defined history and historical evidence, I worked with Randy to design an "evaluating sources" bibliographic lab in which students used basic retrieval skills to begin to place R.W. Southern, the author of their major textbook, in the context of the discipline of history.

Using a 45 minute process which I will describe in greater detail for literary studies, students discovered that Southern makes a recongnizable type of historical argument: history is institutional history, the story of hierarchies led by "great men" who work in opposition to "historical forces." Not only did the students note that this is a recognizable method of inquiry in history, they learned that it's a method and a historical period for which Southern is acknowledged as an expert by his peers, usually publishing with well-known, traditional academic presses. Southern is often called upon to write the definitive chapter on church history, or to review the latest book -- whenever he writes, his argument is basically the same: the church was western society in the middle ages, and the failure of that institution to recognize and attempt to incorporate "forces"

around it led to the church's loss of that position. Southern, recently knighted by Queen Elizabeth, refers to himself as a "traditionalist" who questions the value of "new history" and its attention to people who didn't leave documents behind.

Understanding that "textbooks" are written by individuals within disciplines, students also realized that the lectures they heard from the popular history professor were "secondary material" -- they began to see the patterns in the professor's lectures. He too views history as the story of great men in positions of power within institutional hierarchies; historical "periods" are distinguished by the kings, popes and wars which mark their beginnings and ends.

Students then began to ask substantive questions about the "primary" materials. Who was St. Benedict? Charlemagne? What does it mean that one of the most famous and influential "historical documents," The "Donation of Constantine," is a forgery? How does this relate to the evidence provided by Thomas More's Utopia -- a self-consciously fictional text, in which the centrally important fictional Utopians never get a chance to speak for themselves, written on the Eve of the Protestant Reformation? What were the conditions in which this text was produced? Who is included in this text? Who is excluded? What constitutes evidence and argument for a student paper in history?

Because students began the quarter learning to recognize

KINDS OF QUESTIONS asked by historians, because they first saw the author of their textbook as a person having a conversation with other historians within the discipline of history, they saw more clearly that their own writing participated in an ongoing conversation. Plagiarisim, or the uncritical use of any single source, was literally letting someone else speak for you. Peer revising group members became quick to ask the student writer to explain how he or she was using a source, how it fit into the relationships among evidence being claimed by the student essay.

The model of discipline-specific inquiry is also central to my teaching in the Undergraduate English program, and again I work with Randy Hensley to design "evaluating sources" labs at the beginning of the quarter. In literature classes we tend too often to toss students in with the expectation that "reading" and "research" are generic skills. But if we ask them to pick up models of inquiry at random they'll often fall back on Cliff's Notes, or the last clear statement they had, or they'll make up their own methods, usually based on a highly exclusive sense that only a few people are true initiates and their job is to find the authorized "hidden meaning:" "Stopping by the Woods on a Snowy Evening" is about death, and Garcia Marquez's "Handsomest Drowned Man in the World" equals non-colonialist outside forces.

Most recently, I've taught a "reading fiction" course covering texts from the Middle Ages to the present. The

first literary texts we read were several of Chaucer's Canterbury Tales, but I began the quarter with M. H. Abram's work on the historical development of literary critical orientations, and Holstun's simple but useful description of the various "schools" of literary criticism. During the first week, students discovered not only that there are recognizable types of questions and approaches within the discipline of literary studies, they learned that this discipline is in the process of redefining and realigning itself, and that they themselves had a variety of critical biases and beliefs of which they hadn't been aware.

After we discussed Chaucer's General Prologue and Knight's Tale from a variety of perspectives, I assigned a 1973 article by Kathleen Blake in which she questions the received "old historical" (to use Holstun's term) critical opinion that Chaucer's tales must represent and shore up existing social structures. She does not agree that the Knight's Tale must be read as support for a series of male-dominated religious, political and private institutions.

Students then attended a basic bibliographic lab with Randy Hensley in which he distributed the materials in the first part of your packet [see attached handouts, with particular attention to LCSH, "literature" (magenta) sheet, and MLA]. Students got an overview of the library system and an introduction to major reference works in the discipline of literary studies, and then proposed a sample question which Randy helped them to analyze, as he has described for you.

The next day, students attended a second bibliographic lab designed not only to retrieve information and formulate questions, but to begin to evaluate the claims made by the sources they'd found. Focusing on the Blake article, using the blue "evaluating sources worksheet" at the end of your packet, Randy provided two groups with reference materials (primarily the Arts and Humanities Index, Essay and General Literature Index, MLA Bibliography, and On-Line catalog) which allowed them to begin formulating a statement about the identity and history of the author and the publication, and the place of the writer's argument within the discipline of literary studies. I worked with a third group of students who evaluated the way in which Blake's argument proceeds. 25 minutes later, the groups reconvened and reported back to one another.

In 45 minutes of an "evaluating sources" lab, the students discovered that Blake is most well known for her work on 19th century women's literature and historically grounded feminist approaches to canonized materials. They saw her as an expert in the field of literary studies, but a bit of a novice in Chaucer studies. They saw that she uses the younger Chaucerians as sources and tends to challenge old historicist mimetic models. They saw that her reading of the Knight's Tale as a cultural critique has become a not uncommon approach, but that she was ahead of her time in this view. Having read the Knight's Tale themselves, they questioned her emphasis on Saturn as sufficient textual and

historical evidence to support her claim. They also discovered that she's a professor of English in their own university, and that she's written a highly respected book on Love and the Woman Question which they'll find valuable when they read Mary Shelley and Charlotte Perkins Gilman later in the quarter.

One of the most exciting results of this discipline specific model of inquiry is the way in which it so logically and naturally includes many types of students, and provides them with the tools to truly collaborate with the texts and each other. In this particular reading fiction course, I required that students sign up to be primarily responsible for particular texts. The resulting groups of students returned to the library, using the basic retrieval and evaluation skills they'd developed. They decided on a reading schedule, delineated and researched topics for daily presentation, designed discussion and reading topics to be prepared by their fellow-students, and reproduced at least one critical article on the text, presenting it in the context of its place within the discipline.

Over the course of the last two quarters, the students took over the class --- the most difficult aspect of this kind of teaching is to stay out of their way. They clearly understood that the discipline of literary studies asks certain kinds of questions, that these questions tend to change, and that the library provides access to the conversation which reflects this changing model of inquiry.

They saw clear connections between the way they read, the way they researched and presented material to the class, and the way they posed questions for their essays on these same texts. In addition to providing overviews of critical trends and analyses of individual articles, students talked about things like the kinds of questions that weren't asked in the 1950's about "Midsummer Night's Dream;" they included a history of publication and critical response to "The Yellow Wallpaper" as they asked their peers "What was your initial response? Did you read this as a gothic horror, or a diagnosis, or a feminist argument? Why?" They became outraged about the reasons books go in and out of print, the reasons we can't really find out when Garcia Marquez wrote many of his stories, while we have several drafts of Persuasion. They were thrilled to discover that we have the Forerunner on microfilm in the graduate library so they could read the sequel to Gilman's Herland.

One student's end-of-the-quarter evaluation sums up what we hoped to accomplish by faculty-student-librarian collaboration: "This has been a marvelous course. I had previously read some of the stories used in class and other works by the authors, and had been disappointed; frequently I had wondered why these works were important. This course provided the resources to understand the value of literature. The library skills and resources we learned to access were tremendous. I have a sense, now, that I can learn about any topic, author, or historical period.... It is absolutely

exhilarating to realize that so much information is available, and is accessible to us. I have never had a sense that I knew where to start or pursue questions about literature, and now I have those skills --both for the classroom and in life."

By empowering students, giving them "the keys to the kingdom" as one friend puts it, we allow them to become part of a conversation, and thus to recognize the strengths and weaknesses of that conversation. Students discover not only what is asked, but what isn't, not only who is included, but who is excluded. And participants can change the course of a conversation, whether they are making a new move within the established model or inventing new rules, making a significant change in the model or "game" itself.* I know of no better way to strengthen and enrich diversity within community.

*[Jean-Francois Lyotard The Postmodern Condition: A Report on Knowledge 1988, p. 43; with ref. to Thomas Kuhn The Structure of Scientific Revolutions 1962].

EVALUATING SOURCES: WORKSHEET

GROUP I WHO IS THE AUTHOR OF THE BOOK OR ARTICLE?

Sources:

1. How often is this person writing? Any co-authors?

2. About what subject or subjects?

3. What do you know about the sources publishing this writer's work?

EVALUATING SOURCES: WORKSHEET

GROUP II WHAT IS THE AUTHOR'S ARGUMENT AND ITS PLACE IN THE DISCOURSE ON THE SUBJECT?

Sources:

1. What is the author's argument about the subject?

2.
a. What other types of arguments are being made during the same time period of this author?

b. At five year intervals before and after the publication date of this author's work?

3. Briefly characterize the place of the author's argument in relation to the subject(s) you surveyed and other authors of the discipline.

EVALUATING SOURCES: WORKSHEET

GROUP III HOW GOOD IS THE AUTHOR'S ARGUMENT?

Sources:

1. What is the author's argument?

2. What kinds of evidence does the author use?

3. Does the evidence and methodology "prove" the author's argument?

4. Is the use of evidence and methodology a typical or usual approach within the discipline?

5. Pose a specific question about this article that needs answering.

University of Washington Libraries

STUDENT EVALUATION OF LIBRARY INSTRUCTION SESSION

Circle your answers to the following questions and comment where appropriate.

1. The library instruction session was organized:

   very well well adequately poorly

   Please explain: _____

   _____

2. The library Instructor's presentation was:

   excellent good fair poor

   Please explain: _____

   _____

3. How useful or relevant in your course work do you expect the information in this session to be?

   very valuable valuable moderately valuable of little value

4. I wish that the presentation had included: _____

   _____

5. Of the information presented, I already knew:

   all of it most of it some of it little of it none of it

6. Have you attended a library instruction session at the University of Washington Libraries before?

   YES NO

   If YES, please list course name and number: _____

Answer if you completed a library exercise:

7. Did the library instruction exercise help you to better understand how to use the library?

   very helpful helpful somewhat helpful not helpful

Course: _____

Library Instructor: _____

Date: _____

Return to: _____

Libraries

LIBRARY OF CONGRESS SUBJECT HEADINGS (LCSH)

Library of Congress Subject Headings (LCSH) and its supplements provide a list of the headings used for subject searches in the card catalog and in the Online Catalog. Look up your topic in LCSH before searching either catalog to make sure you are looking for the right heading.

Personal and geographic names are usually not listed in LCSH, but may be used as subject headings in both catalogs.

A typical LCSH entry (below) gives a list of cross-references and other information which may help you to find additional material on your subject.

Realism, Aesthetic
USE Aesthetic Realism
Realism, Magic (Art)
USE Magic realism (Art)
Realism, Socialist
USE Socialist realism
Realism in art *(May Subd Geog)*
BT Aesthetics
Art
Painting
RT Idealism in art
Naturalism in art
Romanticism in art
NT Figurative art
Magic realism (Art)
Photo-realism
Trompe l'oeil painting
— United States
NT Precisionism
Social realism
Realism in literature
[PN56.R3]
[PN601 (History)]
UF Neorealism (Literature)
BT Aesthetics
RT Idealism in literature
Magic realism (Literature)
Mimesis in literature
Naturalism in literature
Romanticism
NT Positivism (Italian literature)
Positivism (Polish literature)
Socialist realism in literature
Verism (Italian literature)

UF (used for) = synonymous terms not used as headings

BT (Broader Terms) = related headings of broader subject scope

RT = Related Terms associated with heading

SA (See Also) = A general reference to an entire group of headings encompassed by a broader heading

NT (Narrower Terms) = related headings of narrower subject scope

-- = Subheading attached to main heading to provide narrower focus

USE = cross-references from terms NOT used to terms that ARE used

Subject headings can be subdivided into more specific terms. These subdivisions can be:

1) Topical--describing an aspect of the broader subject term, such as "social aspects."
2) Form--describing the format in which the material is organized, such as "dictionaries" or "maps."
3) Period--describing chronological sequences, such as "18th Century" or "1940-1945."
4) Local--describing geographic location, such as "France" or California."

American literature *(May Subd Geog)*
{PS1-PS478 (History)}
{PS504-PS688 (Collections)}
UF United States—Literature (English)
BT United States—Literatures
SA German-American literature; Spanish American literature; Swedish-American literature; *and similar headings*
NT Aged, Writings of the, American
America—Literatures
Anthropologists' literary writings, American
Children's literature, American
Children's writings, American
Christian literature, American
College readers
Cowboys' writings, American
Dialect literature, American
Didactic literature, American
Divers' writings, American
Epic literature, American
Erotic literature, American
Fantastic literature, American
German-American literature
Homosexuals' writings, American
Laboring class writings, American
Lesbians' writings, American
Pastoral literature, American
Portuguese-American literature
Swedish-American literature
Whalers' writings, American
— Colonial period, ca. 1600-1775
{PS185-PS191}
— Revolutionary period, 1775-1783
{PS193}
— 1783-1850

{PS208}
— 19th century
{PS201-PS214}
— 20th century
{PS221-PS228}
— Afro-American authors
{PS508.N3}
UF Afro-American literature (English)
Black literature (American)
BT American literature—Minority authors
RT Afro-American authors
SA *subdivision* Afro-American authors *under individual literary genres. e.g.* American fiction—Afro-American authors
NT Harlem Renaissance
— Armenian authors
UF Armenian literature (English)
— Asian-American authors
UF American literature—Oriental authors
BT American literature—Minority authors
— Bibliography
{Z1225-Z1231}
— — First editions
{Z1231.F5}
— Catholic authors
{PS508.C3 (Collections)}
{PS591.C3 (Collections of poetry)}
— English influences
BT England—Civilization

OUGL REFERENCE BOOKS

General

Encyclopedia Americana(AE 5 E333 1985)
Encyclopedia Britannica(AE 5 E363 1987)

Cassel's Encyclopedia of World Literature (PN 41 C3 1973)
Concise Encyclopedia of Modern World Literature (PN 41 C64 1970)
Princeton Encyclopedia of Poetry and Poetics (PN 1021 E5 1971)
Reader's Encyclopedia (PN 41 B4 1965)
Great Books of the Western World (AC 1 G72)

Dictionaries/Glossaries

Oxford English Dictionary (PE 1625 M7 1933)
American Heritage Dictionary (PE 1625 A54)
Glossary of Words, Phrases, Names and Allusions (PE 1667 N3 1966)
Standard Dictionary of Folklore, Mythology, and Legend (GR 35 F8)
Dictionary of Literary Terms (PN 41 C83 1982)

Criticism

Magill Bibliography of Literary Criticism (Z 6511 M25)
Magill Critical Survey of Short Fiction (PN 3321 C7 1983)
Magill Critical Survey of Long Fiction (PN 3451 C7 1983)
Magill Critical Survey of Poetry (PR 502 C85 1982)
A Guide to Critical Reviews (Z 5782 S34 1973)
Contemporary Poets (PR 1225 C64 1975)
Contemporary Novelists (PR 883 V55 1976)
Magill Survey of Science Fiction Literature (PN 3448 S45 S88)
Twentieth Century Short Story Explication (Z 5917 S5 W5 1977)

Handbooks/Plot Summaries

Masterplots of World Literature (PN 44 M3 1964)
Magill Cyclopedia of Literary Characters (PN 44 M3 1966)
Magill Survey of Contemporary Literature (PN 44 M34)
Penguin Companion to Literature (PN 41 P44)

Indexes to Collections

Chicorel Index to Poetry (PN 1021 C45)
Granger's Index to Poetry (PN 1021 G7)
Short Story Index (Z 5917 S5 S52)
Chicorel Index to Short Stories (PN 3321 C49)
Play Index (Z 5781 P53)

British Literature

Cambridge History of English Literature (PR 83 C17 1932)
British Writers (PR 85 B688)
British Authors Before 1800 (PR 103 K9)
British Authors of the Nineteenth Century (PR 105 K9)
Cambridge Guide to English Literature (PR 85 C28 1983)

American Literature

Oxford Companion to American Literature (PS 21 H3)
Literary History of the United States (PS 88 S65 1974)
American Novelists, 1910-1945 (PS 129 A57)
American Writers (PS 129 A55)
American Women Writers (PS 147 A4)
American Poets Since World War II (Volume 5 of the Dictionary of Literary Biography, INDEX TABLE)

Other Literatures

Dictionary of Irish Literature (PR 8706 D5)
Oxford Companion to Canadian Literature (PR 9180.2 O93 1983)
Oxford Companion to German Literature (PT 41 G37)
Oxford Companion to French Literature (PQ 41 H3)
Dictionary of Italian Literature (PQ 4006 D45)
Oxford Companion to Spanish Literature (PQ 6006 O93)
Modern Latin American Literature (PQ 7081 F63 1975)

Drama

Modern British Dramatists 1900-1945 (PR 623 M63 1982)
Contemporary Dramatists (PR 106 V7 1977)
Oxford Companion to the Theatre (PN 2035 H3 1983)
Plays, Players, and Playwrights (PN 2101 G4)
Notable Names of the American Theatre (PN 2285 N6 1976)
Encyclopedia of the American Theatre 1900-1975 (PN 2266 B68)

Film

Film Encyclopedia (PN 1993.45 K34 1979)
Oxford Companion to Film (PN 1993.45 O84)
Sadoul. Dictionary of Film (PN 1993.45 S3213)
Halliwell. Filmgoer's Companion (PN 1993.45 H3 1977)
Screen World (PN 1993 S35)
International Film Guide (PN 1993.3 I544)
American Film Institute Catalog (PN 1998 A57 F2)
Sadoul. Dictionary of Film Makers (PN 1993.45 S313)
American Film Directors (PN 1995.9 P7 H57)
Guide to American Film Directors (PN 1998 A2 L34)
Film Directors Guide: Western Europe (PN 1998 A1 P3)
Film Review Index (Z5784 M9 R423 1982)
Magill's Survey of Cinema: Foreign Language Films (PN 1993.45 M35 1985)

OUGL REFERENCE BOOKS - continued

Film - continued

Great Movie Stars: The Golden Years (PN 1998 A2 S44 1979)
Actor Guide to the Talkies (PN 1998 D53)
Who's Who in Hollywood (PN 1998 A2 R3)
Forty Years of Screen Credits (PN 1998 A2 W37)
Film Actors Guide: Western Europe (PN 1998 A2 P389)

Filmed Books and Plays 1928-1974 (PN 1998 A1 E55 1975)
Who Wrote the Movie (PN 1998 W36)

Basic Periodicals in Literature

	Library Locations
American Literature	OUGL, Suzz.
Antioch Review	OUGL, Suzz.
Critique: Studies in Modern Fiction	OUGL, Suzz.
Kenyon Review	OUGL, Suzz.
Modern Fiction Studies	OUGL, Suzz.
Studies in English Literature	OUGL, Suzz.
World Literature Today	OUGL, Suzz.
Yale Review	OUGL, Suzz.

Indexes and Abstract Services for Locating Periodical Articles

	Library Locations
MLA Bibliography	OUGL, Suzz.
America: History and Life	OUGL, Suzz.
Arts & Humanities Citation Index	Suzz.
Book Review Digest	OUGL, Suzz.
Book Review Index	OUGL, Suzz.
Essay and General Literature Index	OUGL, Suzz., Phil.
Humanities Index	OUGL, Suzz., Drama
New York Times Index	OUGL, Suzz.
Psychological Abstracts	OUGL, Suzz., Soc. Wk., Health Sci.
Women's Studies Abstracts	OUGL, Suzz.

2/88

Libraries

HUMANITIES INDEX

HUMANITIES INDEX contains citations to periodical articles. The citations are taken from nearly 300 English language periodicals, many of which are research journals. A listing of the periodicals can be found at the front of the index.

The general subject areas which HUMANITIES INDEX covers are:

*ARCHAEOLOGY	*HISTORY	*PHILOSOPHY
*CLASSICAL STUDIES	*LANGUAGE	*RELIGION
*AREA STUDIES	*LITERATURE	*THEOLOGY
*FOLKLORE	*PERFORMING ARTS	

HUMANITIES INDEX began publication in 1974 and is published four times per year. At the end of each year, the issues are combined (or cumulated) into one volume. HUMANITIES INDEX supersedes in part SOCIAL SCIENCES AND HUMANITIES INDEX which covers April 1965 - March 1974. To find comparable citations from 1907 to March 1965 use INTERNATIONAL INDEX TO PERIODICALS.

How to use HUMANITIES INDEX:

Citations to articles are listed in HUMANITIES INDEX in two ways:

1) The subject of the article.

Austen, Jane, 1775-1817

about

Anna Lefroy's original memories of Jane Austen. D. Le Faye. *Rev Engl Stud* ns39:417-21 Ag '88

Austen's laughter. P. A. M. Spacks. *Women's Stud* 15 no1-3:71-85 '88

Doubleness and refrain in Jane Austen's Persuasion. C. A. Weissman. *Kenyon Rev* ns10:87-91 Fall '88

Fictions of employment: Jane Austen and the woman's novel. E. Copeland. *Stud Philol* 85:114-24 Wint '88

Jane Austen and the celebrated birthday. J. Kirkland. *Notes Queries* 34:477-8 D '87

Jane Austen and the romantic lyric: Persuasion and Col[illegible]e's conversation poems. K. G. Thomas. *ELH* 54:[illegible]24 Wint '87

Jane Austen: irony and authority. R. M. Brownstein. *Women's Stud* 15 no1-3:57-70 '88

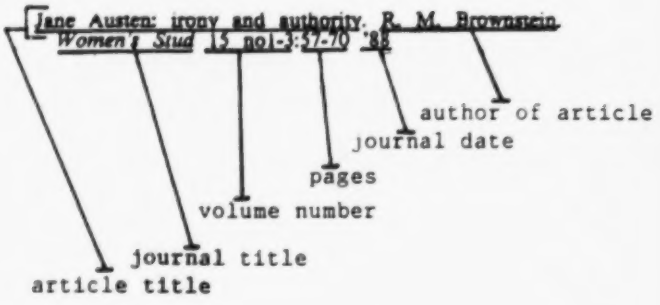
Jane Austen: some letters redated. D. Le Faye. *Notes Queries* 34:478-81 D '87

Jane Austen's creation of the sister. C. St. Peter. *Philol Q* 66:473-92 Fall '87

A missing word in Sense and sensibility? I. Milligan. *Notes Queries* 34:478 D '87

Mystery without murder: the detective plots of Jane Austen. E. R. Belton. *Nineteenth-Century Lit* 43:42-59 Je '88

Northanger Abbey and the limits of parody. T. G. Wallace. *Stud Novel* 20:262-73 Fall '88



A list of abbreviations with the full periodical names is in the front of the index.

2) The author.

Brownstein, Michael C.
From kokugaku to kokubungaku: canon-formation in the Meiji period. *Harv J Asiat Stud* 47:435-60 D '87

Brownstein, Rachel M.
Jane Austen: irony and authority. *Women's Stud* 15 no1-3:57-70 '88

Brox, Jane
Supper time [poem] *Hudson Rev* 41:498 Aut '88
Understanding the time [poem] *Hudson Rev* 41:497 Aut '88

Brubaker, Stanley C.
Rewriting the Constitution: the mainstream according to Laurence Tribe [review article] *Commentary* 86:36-42 D '88

Book reviews:

Book reviews are provided in HUMANITIES INDEX at the end of each issue and each cumulated volume. The book reviews are listed alphabetically by the person who wrote the book.

Kirkham, M. Jane Austen, feminism and fiction. 1983
Stud Romanticism 26:465-8 Fall '87. E. S. Larson
Kirkland, G. and Lawrence, G. Dancing on my grave. 1986
Yale Rev 77:52-68 Aut '87. R. Garis
Kirschner, D. S. The paradox of professionalism. 1986
Rev Am Hist 16:454-9 S '88. E. M. Tobin
Kishlansky, M. A. Parliamentary selection. 1986
Can J Hist 23:117-18 Ap '88. P. Christianson
History 73:317-18 Je '88. B. Worden
Shakespeare Q 39:465-88 Wint '88. D. H. Sacks
Kissing the rod. 1988
Times Lit Suppl no4446:674 Je 17-23 '88. D. Nokes
Kist, J. van der. Queen Victoria's children. 1986
Vic Stud 31:268-9 Wint '88. J. Perkin
Kitagawa, J. M. On understanding Japanese religion. 1987
J Asian Stud 47:639-40 Ag '88. T. M. Ludwig
Kitagawa, M. and Fujiwara, W. This is my own. 1985
Pac Hist Rev 56:575-6 N '87. H. H. L. Kitano
Kitchen, J. Perennials. 1986
Lit Rev 31:363-6 Spr '88. D. Mason
Prairie Schooner 62:118-21 Fall '88. K. West
Kitchener, R. F. Piaget's theory of knowledge. 1986
Isis 79:112-14 Mr '88. M. De Mey

"SEE" and "SEE ALSO" references:

A "SEE" reference tells you where to look in the index to find citations on your topic.

Literary taste *See* Literature—Appreciation
Literary terms *See* Literature—Terminology
Literary theory *See* Literature—Philosophy
Literary transmission *See* Transmission of texts

A "SEE ALSO" reference tells where to find more citations on your topic.

Romanticism
See also
Exoticism in literature
Gothic literature (Neo-Gothic)
Primitivism in literature
Realism in literature
Romanticism in art
Romanticism in dance
Romanticism in music
Sentimentalism in literature
A defence of rhetoric/the triumph of reading: De Man, Shelley and The rhetoric of romanticism. D. Esch. *Univ Tor Q* 57:484-500 Summ '88

Libraries

InfoTrac

InfoTrac contains citations to articles from approximately 900 business, technical, and general interest periodicals. Citations from the current year plus the three previous years are included. Citations from *The Wall Street Journal* are from the current year only and from *The New York Times* for the last 60 days. InfoTrac is updated monthly.

Searching InfoTrac:

*Press the START/FINISH key in order to get an input screen.

*Type in your topic. It can be a: subject
personal name (last name entered first)
corporation
product name
title of book, movie, or play (reviews are graded and preceded by a letter, A through F)

*Press the red SEARCH/ENTER key to the right of the keyboard. If no exact match is made on your term, InfoTrac will take you to the nearest alphabetical listing.

*Manipulate the screen by using the color-coded keys to the left of the keyboard.

Left side of keyboard

START/FINISH: Begins a search or ends one.

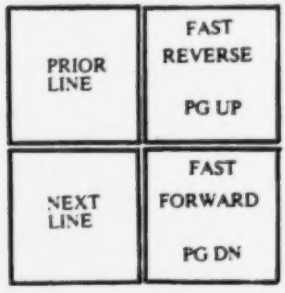
HELP: Additional instructions.

PRINT: Prints the citation aligned with cursor.

SUBJECT GUIDE: Allows you to examine a list of subjects, subheadings, and related terms, then select from this list for searching.

BACKTRAC: Allows you to return to previous subject terms. Takes you from HELP screens back to your previous place.

Right side of keyboard



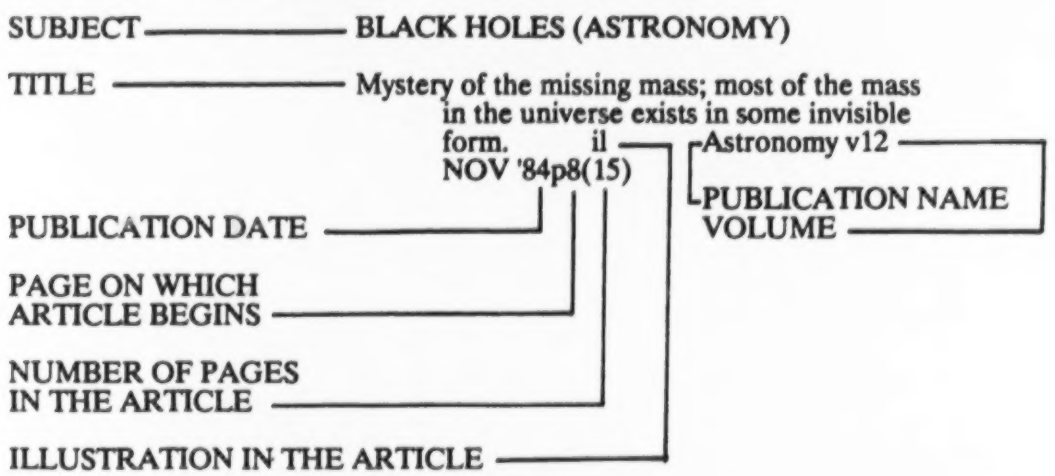
PRIOR LINE: Moves the screen back one citation in the database.

FAST REVERSE/PG UP: Goes back one full screen in the database.

NEXT LINE: Moves the screen forward one citation in the database.

FAST FORWARD/PG DN: Goes forward one full screen.

CITATIONS TO ARTICLES include the following information:



To explore related terms or find subheadings for your original subject term press the SUBJECT GUIDE key at any time *after* typing a subject term. A list of subject terms and subheadings alphabetically close to your first subject term will be displayed.

Use the PRIOR LINE OR NEXT LINE keys to underline one of the terms from the SUBJECT GUIDE list, then press the SEARCH/ENTER key. You will then be given a list of citations for that term.

SUBJECT GUIDE DISPLAY

ASTRONOMY
see also
AERONAUTICS IN ASTRONOMY — Related Terms
COMETS
EARTH
METEORS
PLANETS
STARS

BLACK HOLES (ASTRONOMY) — Subheadings
--ANALYSIS
--HISTORY
--OBSERVATIONS
--ORIGIN
--RESEARCH
--SEMINARS, WORKSHOPS, ETC.

*Library of Congress subject headings are used, with some additions from The Online Catalog.
*Articles are indexed under only one term so try several headings to retrieve relevant citations.
*Citations are arranged in reverse chronological order, most recent first.
*InfoTrac indexes magazines, other tools will give more citations from journals.
*Entering LIST PUB will bring up a listing of publications indexed in Infotrac.

Libraries

MLA International Bibliography

MLA INTERNATIONAL BIBLIOGRAPHY contains citations to articles taken from approximately 3000 periodicals. MLA INTERNATIONAL BIBLIOGRAPHY also contains citations to books, dissertations, conference papers, and proceedings

MLA INTERNATIONAL BIBLIOGRAPHY covers works about literature and human language. Literary works and their translations are not included. The general subject areas which MLA INTERNATIONAL BIBLIOGRAPHY covers are:

*LITERATURE *MODERN LANGUAGES *FOLKLORE *LINGUISTICS

Up until 1981, MLA INTERNATIONAL BIBLIOGRAPHY contained only one section: the "Classified List of Sources." From 1981 to present, MLA INTERNATIONAL BIBLIOGRAPHY has two sections: the "Classified Listings With Author Index" and the "Subject Index."

How to use MLA INTERNATIONAL BIBLIOGRAPHY

Classified Listings With Author Index:

The "Classified Listings" is arranged into five categories, called volumes:

Vol. I:	British Isles, British Commonwealth, English-Caribbean, New Zealand, and American Literatures
Vol. II:	European, Asian, African, and South American Literatures
Vol. III:	Linguistics
Vol. IV	General Literature and Related Topics
Vol. V:	Folklore

To find information on a specific author you can use the "Classified Listings" without having used the "Subject Index" first. Each national literature volume is arranged by country; each country is arranged chronologically; and each time period is arranged alphabetically by author. This method will work for both pre- and post-1981 MLA INTERNATIONAL BIBLIOGRAPHY.

WALKER, ALICE (1944-)

[11041] Tate, Claudia. "Alice Walker." 175-187 in Tate, Claudia, ed.; Olsen, Tillie, foreword. *Black Women Writers at Work*. New York: Continuum; 1983. xxvi, 213 pp. [†Interview.]

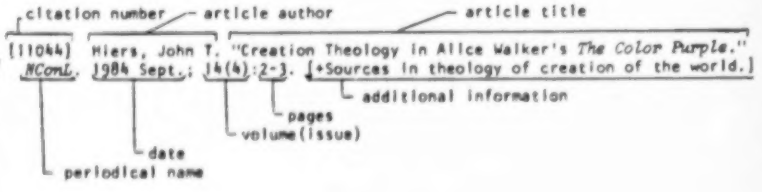
[11042] Washington, Mary Helen. "I Sign My Mother's Name: Alice Walker, Dorothy West, Paule Marshall." 142-163 in Perry, Ruth, ed. & introd.; Brownley, Martine Watson, ed. *Mothering the Mind: Twelve Studies of Writers and Their Silent Partners*. New York: Holmes & Meier; 1984. 261 pp. [†By Afro-American women writers. Relationship to mother compared to West, Dorothy; Marshall, Paule. Includes biographical information.]

Fiction/The Color Purple (1982)

[11043] Harris, Trudier. "On *The Color Purple*, Stereotypes, and Silence." *BALF*. 1984 Winter; 18(4): 155-161. [†Role of racial stereotypes. Treatment of black life; morality.]

[11044] Hiers, John T. "Creation Theology in Alice Walker's *The Color Purple*." *NConL*. 1984 Sept.; 14(4): 2-3. [†Sources in theology of creation of the world.]

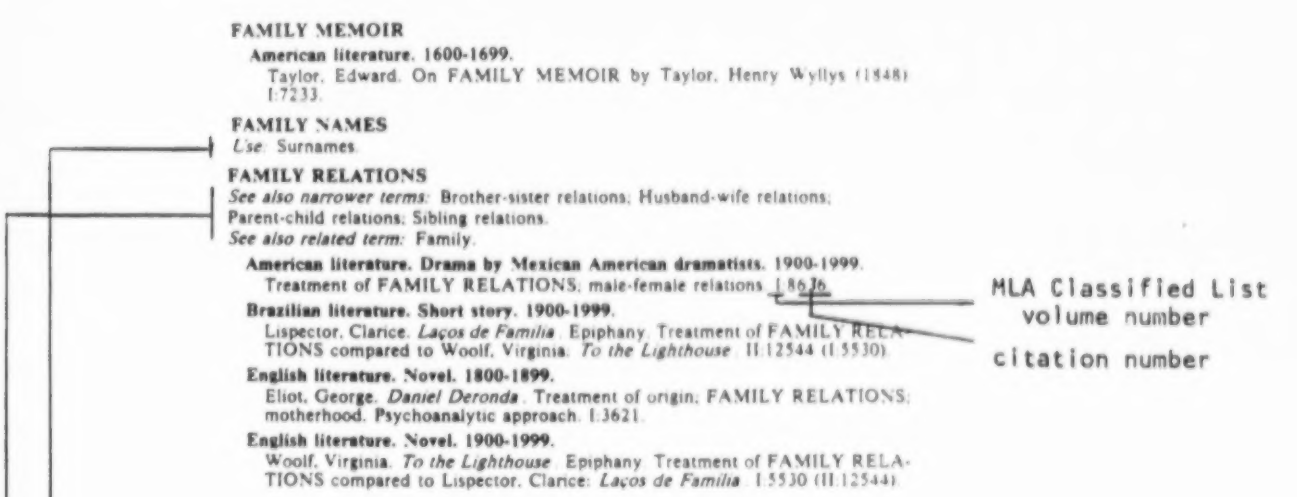
[11045] Lenhart, Georgann. "Inspired Purple?" *NConL*. 1984 May; 14(3): 2-3. [†Color symbolism compared to Hunt, Evelyn Tooley: "Taught Me Purple."]



You can look up the abbreviated periodical name in the "Master List" found in the front of the "Classified Listings."

Subject Index:

The "Subject Index" lists names of persons, themes, genres, groups, sources, influences, stylistic and structural features, languages, processes, theories, and methodological approaches. Use the alphabetically arranged "Subject Index" to find your topic. The numbers appearing after your topic word are the numbers you use to find the citations in the "Classified Listings."



FAMILY MEMOIR

American literature. 1600-1699.
Taylor, Edward. On FAMILY MEMOIR by Taylor, Henry Wyllys (1848) I:7233.

FAMILY NAMES
Use: Surnames.

FAMILY RELATIONS
See also narrower terms: Brother-sister relations; Husband-wife relations; Parent-child relations; Sibling relations.
See also related term: Family.

American literature. Drama by Mexican American dramatists. 1900-1999.
Treatment of FAMILY RELATIONS; male-female relations I:8636

Brazilian literature. Short story. 1900-1999.
Lispector, Clarice. *Laços de Familia*. Epiphany. Treatment of FAMILY RELATIONS compared to Woolf, Virginia: *To the Lighthouse*. II:12544 (I:5530)

English literature. Novel. 1800-1899.
Eliot, George. *Daniel Deronda*. Treatment of origin; FAMILY RELATIONS; motherhood. Psychoanalytic approach. I:3621.

English literature. Novel. 1900-1999.
Woolf, Virginia. *To the Lighthouse*. Epiphany. Treatment of FAMILY RELATIONS compared to Lispector, Clarice: *Laços de Familia*. I:5530 (II:12544)

MLA Classified List volume number

citation number

A "USE" reference tells you the preferred term to look up in the "Subject Index."

A "SEE ALSO" reference suggests other terms to look under to find additional citations on your topic.

Even if you know where to locate your topic in the "Classified Listings" it is important to use the "Subject Index" in order to retrieve all possible citations on your topic. Each item is listed only once in the "Classified Listings" so the "Subject Index" can lead you to more information. For example, an article may discuss a group of authors, but the article would be listed in the "Classified Listings" under only one person's name.

UPDIKE, JOHN (1932-)
See also classified section: I:11013 ff.

American literature. Novel. 1900-1999.
De Vries, Peter. *Mackerel Plaza*. Treatment of minister compared to UPDIKE, JOHN: *A Month of Sundays*; Buechner, Frederick: *The Book of Babb*. I:9316.
Mailer, Norman. *An American Dream*; *The Armies of the Night*. Treatment of American culture compared to UPDIKE, JOHN: *Rabbit Redux*. I:10126.

American literature. Short story (1957-1968). 1900-1999.
Includes Cheever, John; UPDIKE, JOHN; O'Connor, Flannery. Narrative form. I:8877.

English literature. Novel. 1900-1999.
Lawrence, D. H. *Sons and Lovers*. Treatment of women; Oedipus complex compared to Hardy, Thomas: *Jude the Obscure*; Conrad, Joseph: "Heart of Darkness"; Joyce, James; UPDIKE, JOHN: *Marry Me*. Psychoanalytic approach. I:4867.

rev5/87

ESSAY AND GENERAL LITERATURE INDEX

Essay and General Literature Index lists essays in books which are collections of essays for subjects in the humanities and social sciences. The essays are listed by subject and author.

Cumulative indexes are published every five years with larger cumulative volumes going back to 1900. Recent years have an annual cumulation and semi-annual indexes.

Information for each entry includes the author and title of the essay, followed by an "In" reference and page numbers to the collection where the essay will be found.

The complete bibliographic citations for the collections of essays are arranged in the back of Essay and General Literature Index by the individual or group given after the "In" reference.

Realism in literature

Brooke-Rose, C. The evil ring: realism and the marvellous. *In* Brooke-Rose, C. A rhetoric of the unreal p233-55

Brooke-Rose, C. Science fiction and realistic fiction. *In* Brooke-Rose, C. A rhetoric of the unreal p72-102

Clayton, D. On realistic and fantastic discourse. *In* Bridges to fantasy, ed. by G. E. Slusser, E. S. Rabkin and R. Scholes p59-77

Egoff, S. A. Realistic fiction. *In* Egoff, S. A. Thursday's child p31-65

Lerner, L. Lukacs' theory of realism. *In* Lerner, L. The literary imagination p137-60

Levine, G. L. George Eliot, Conrad, and the invisible world. *In* Levine, G. L. The realistic imagination p252-90

Levine, G. L. The landscape of reality. *In* Levine, G. L. The realistic imagination p204-26

Levine, G. L. Northanger Abbey: from parody to novel and the translated monster. *In* Levine, G. L. The realistic imagination p61-80

Levine, G. L. The pattern: Frankenstein and Austen to Conrad. *In* Levine, G. L. The realistic imagination p23-57

Levine, G. L. Pendennis: the virtue of the dilettante's unbelief. *In* Levine, G. L. The realistic imagination p167-80

Levine, G. L. Realism. *In* Levine, G. L. The realistic imagination p3-22

Levine, G. L. Scott and the death of the hero. *In* Levine, G. L. The realistic imagination p107-28

Levine, G. L. Sir Walter Scott: history and the distancing of desire. *In* Levine, G. L. The realistic imagination p81-106

Levine, G. L. Thackeray: some elements of realism. *In* Levine, G. L. The realistic imagination p145-66

Levine, G. L. Thackeray: "the legitimate high priest of truth" and the problematics of the real. *In* Levine, G. L. The realistic imagination p131-44

Levine, G. L. Thomas Hardy's The Mayor of Casterbridge: reversing the real. *In* Levine, G. L. The realistic imagination p229-51

Levine, G. L. Trollope: reality and the rules of the game. *In* Levine, G. L. The realistic imagination p181-203

Lucente, G. L. The ideology of form in Verga's "La lupa": realism, myth, and the passion of control. *In* Lucente, G. L. The narrative of realism and myth p54-94

Lucente, G. L. The interaction of realism and myth. *In* Lucente, G. L. The narrative of realism and myth p41-53

Lucente, G. L. Mimesis and verisimilitude: the theory and practice of realism. *In* Lucente, G. L. The narrative of realism and myth p 1-25

Lucente, G. L. Verga, Lawrence, Faulkner, Pavese: Cesare Pavese and the crisis of realism. *In* Lucente, G. L. The narrative of realism and myth p134-46

Lucente, G. L. Verga, Lawrence, Faulkner, Pavese: I malavoglia: signs of desire and sins of exchange. *In* Lucente, G. L. The narrative of realism and myth p95-107

Lucente, G. L. Verga, Lawrence, Faulkner, Pavese: Southern literature/Southern history: Flem in Hell, or The trickster tricked. *In* Lucente, G. L. The narrative of realism and myth p123-34

Lucente, G. L. Verga, Lawrence, Faulkner, Pavese: Women in love and The man who died: from realism to the mythopoeia of passion and rebirth. *In* Lucente, G. L. The narrative of realism and myth p107-23

Nuttall, A. D. Realistic convention and conventional realism in Shakespeare. *In* Shakespeare survey 34 p33-37

Wolfe, T. Literary technique in the last quarter of the twentieth century. *In* The Writer's craft, ed. by R. A. Martin p221-30

See also Naturalism in literature

"See References" are made from subject terms that are not used to subject terms that are used.

"See Also References" are made from a subject term to related subject terms under which additional citations may be found.

You must consult the card catalog to find out the call number for the University of Washington location.

Essays under a person's name are arranged as follows:

1) a person's own essays
2) essays about a person's life or an overall discussion of her/his work are listed under the subdivision "About".
3) criticism of an individual work is listed under the subdivision "About individual works".

Clemens, Samuel Langhorne

About individual works

The adventures of Tom Sawyer

Bixler, P. Idealization of the child and childhood in Frances Hodgson Burnett's Little Lord Fauntleroy and Mark Twain's Tom Sawyer. *In* Research about nineteenth-century children and books, ed. by S. K. Richardson p85-96

Bibliography

Budd, L. J. Mark Twain. *In* American literary scholarship, 1978 p79-90

Characters—Huckleberry Finn

Martin, T. The negative character in American fiction. *In* Toward a new American literary history, ed. by L. J. Budd, E. H. Cady and C. L. Anderson p23-43

Clements, Colleen D.

The ethics of not-being: individual options for suicide. *In* Suicide: the philosophical issues, ed. by M. P. Battin and D. J. Mayo p104-14

Clemoes, Peter

A..ion in Beowulf and our perception of it. *In* Old English poetry, ed. by D. G. Calder p147-68

Clerical celibacy. See Celibacy

Clergy. See Rabbis

Clignet, Remi

Teachers and national values in Cameroon: an inferential analysis from census data. *In* Values, identities, and national integration, ed. by J. N. Paden p321-36

Cline, Ray S.

The future of U.S. foreign intelligence operations. *In* The United States in the 1980s, ed. by P. Duignan and A. Rabushka p469-96

The Clockmaker (Motion picture)

Kauffmann, S. The clockmaker. *In* Kauffmann, S. Before my eyes p232-34

Clocks and watches. See Time measurements

Clopinel de Meun, Jean. See Jean de Meun

Clopinel, Jean de Meun. See Jean de Meun

Close encounters of the third kind (Motion picture)

Kael, P. The greening of the solar system. *In* Kael, P. When the lights go down p348-54

Kauffmann, S. Close encounters of the third kind. *In* Kauffmann, S. Before my eyes p155-60

12/83 ENGL 182(LIT)
BIBLIO LAB, U.W.
Libraries

UNIVERSITY OF WASHINGTON LIBRARIES

How To Use The ONLINE CATALOG

THE ONLINE CATALOG

...is a computerized file for over 1 million titles in the UW Libraries
...provides library location and availability information (whether a book is checked out, on reserve, etc.)
...INCLUDES
- *books received since 1979
- *some pre-1979 materials with more being added regularly
- *periodical titles

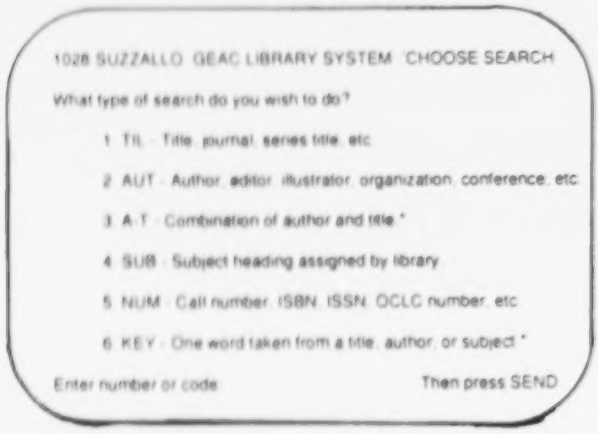
...DOES NOT INCLUDE
- *articles in periodicals
- *Those pre-1979 titles not yet added to the database (consult the card catalog for these)
- *Law Library materials
- *most materials in:
  - Curriculum & Children's Literature collections
  - East Asia Library
  - Government Publications Division

The Keyboard:

...functions like a typewriter or computer keyboard
...can type UPPER CASE or lower case
...has arrow (←) keys to correct errors.

To Begin a Search:

1. Press either the red SEND key or the START OVER key.
2. Select one of search options under "What type of search do you wish to do?"


1028 SUZZALLO GEAC LIBRARY SYSTEM CHOOSE SEARCH
What type of search do you wish to do?
1 TIL - Title, journal, series title, etc.
2 AUT - Author, editor, illustrator, organization, conference, etc.
3 A-T - Combination of author and title *
4 SUB - Subject heading assigned by library
5 NUM - Call number, ISBN, ISSN, OCLC number, etc.
6 KEY - One word taken from a title, author, or subject *
Enter number or code
Then press SEND

3. Enter the number of your choice or its letter code.

* Author-Title searches and Subject Keyword searches are not yet available.

TITLE SEARCH (TIL)

When: You are sure of the first few words of the title, just as you would in the card catalog.

How: Type the first words of the title in exact order. Omit the first word if it is A, AN or THE. You may substitute a space for punctuation and leave off words at the end.

To find: The Icon and the Axe; An Interpretive History of Russian Culture

Type: icon and the axe

For best results: If your first search doesn't work, check your spelling or try a search by AUTHOR. If the title contains an unusual word, try a TITLE KEYWORD search.

AUTHOR SEARCH (AUT)

When: To find items by an author, whether a person or an organization.

How: Type as much of the name as you know, beginning with the last name. You may substitute a space for punctuation.

For best results: To find everything by the author, you may have to try various forms of the name you want, including alternative spellings, abbreviations, and pseudonyms.

To find: everything in the OC by Radke-Yarrow, Marian

Type: radke yarrow marian
yarrow marian radke

To find: everything in the OC by the U.S. Census Bureau

Type: u s bureau of the census
bureau of the census
census bureau

AUTHOR KEYWORD SEARCH (KEY/AUTK)

When: To search for an author with a compound last name or to identify a corporate author when the form of the name could vary.

How: Enter the most distinctive word from the compound name.

To find: Federico Garcia Lorca

Type: lorca

All works by this author and others with Lorca as part of their name will be displayed.

To find: works published by the Bodleian Library

Type: bodleian

TITLE KEYWORD SEARCH (KEY/TILK)

When: You know only one significant word from the title
or,
as a rough subject search to find all titles that contain a particular word

How: Type the most distinctive word which appears in the title. You can use only one word.

To find: Out of the Sweatshop

Type: sweatshop

To find: books on cinema

Type: cinema

For best results: Avoid searching common words, such as "business", "organization" or "psychology" as this will retrieve too many titles. If your first search does not work, try typing another synonymous key word, or try a SUBJECT search.

SUBJECT SEARCH (SUB)

When: To find books on a particular topic. As with the card catalog, you must use Library of Congress Subject Headings (or Medical Subject Headings for health sciences topics.

How: Type the exact LC Subject Heading (consult the red *Library of Congress Subject Headings* volumes near the terminals). Names of persons, places and organizations may be used as subjects even if they are not listed in *LCSH*.

Start at the beginning of the subject heading and type as much as space allows. You may substitute a space in place of a dash or other punctuation.

To find: books about the political situation in Iran

Use LCSH: Iran -- Politics and government

Type: iran politics and government

For best results: If the subject heading you are searching does not appear in the list on the screen, move forward or backward through the results to see if any other relevant headings appear.

NUMBER SEARCH (NUM)

When: You have an exact identifying number for a book or other item.

How: Type in the call number, government document number, or International Standard Book or Serial Number (ISBN or ISSN).

To find: a book with the call number

HV
6431
P64
1983

Type: HV 6431 P64 1983

If there is no exact match, call numbers closest to the one you type will be displayed.

COMMAND CHAINING

You need not return to the menu screen to begin a new search. "Command chaining" will make your searching more efficient. Type any of the search command codes (AUT for Author, TIL for Title, etc.) followed by a slash mark (/) and your search terms.

Type: aut/faulkner william
til/roots
sub/solar energy
key/tilk/sweatshop
key/autk/lorca

SPECIAL KEYS

These keys may be pressed at any time during your search.

NEW USER	for an overview of the use of the public catalog.
HELP	gives you further instructions for the specific kind of search you are doing.
ADV HELP	explains a short-cut to entering commands.
COMMAND HELP	to see a list and explanations of all possible catalog commands.
PREVIOUS SCREEN	gets you back to your previous screen
START OVER	returns you to the original menu screen
END	finishes your session at the terminal.

REMEMBER

...THE ONLINE CATALOG LOOKS FOR AN *EXACT* MATCH TO YOUR SEARCH.

...IF NO *EXACT* MATCH IS FOUND, RECORDS WILL DISPLAY THAT *MOST NEARLY* MATCH.

...FOR BEST RESULT, *EXPERIMENT*.

...TRY ALTERNATIVE SPELLINGS, ABBREVIATIONS AND OTHER VARIATIONS.

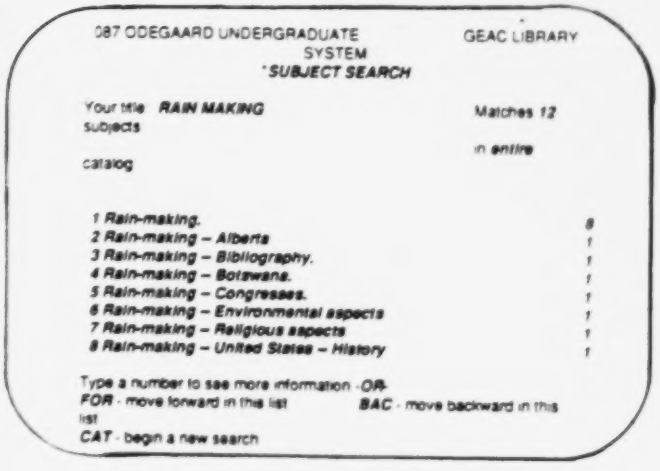
...TYPE IN PUNCTUATION, OR PUT SPACES WHERE PUNCTUATION SHOULD GO.

...LIBRARIANS ARE AVAILABLE TO ASSIST YOU WITH ANY QUESTIONS OR PROBLEMS YOU MIGHT HAVE REGARDING THE ONLINE CATALOG

SEARCH RESULTS

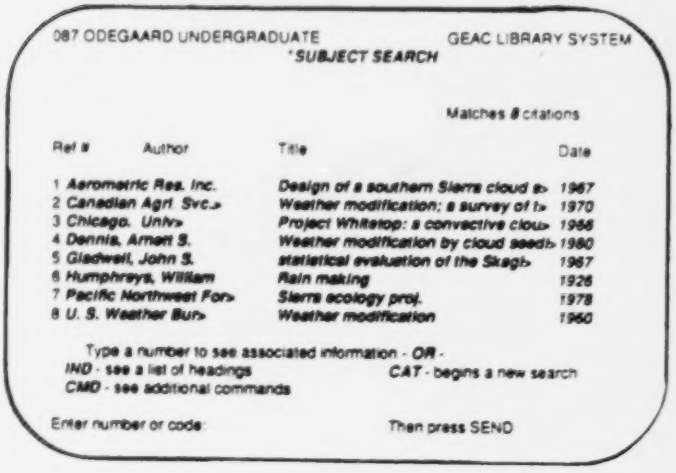
Index Screen

The ***index screen*** shows a list of headings that match the term you have entered. Enter the number to the left of the item you want, browse the list, or try another search.


087 ODEGAARD UNDERGRADUATE GEAC LIBRARY SYSTEM
*SUBJECT SEARCH
Your title RAIN MAKING Matches 12
subjects
in entire
catalog
1 Rain-making. 8
2 Rain-making – Alberta 1
3 Rain-making – Bibliography. 1
4 Rain-making – Botswana. 1
5 Rain-making – Congresses. 1
6 Rain-making – Environmental aspects 1
7 Rain-making – Religious aspects 1
8 Rain-making – United States – History 1
Type a number to see more information -OR-
FOR - move forward in this list
BAC - move backward in this list
CAT - begin a new search

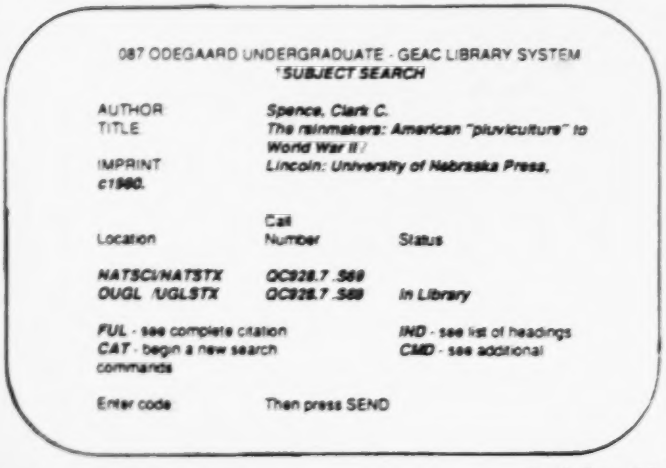
Citation List Screen

When there is more than one record for your search term, you will see a list of citations. Enter the number shown to the left of the citation you want to see.

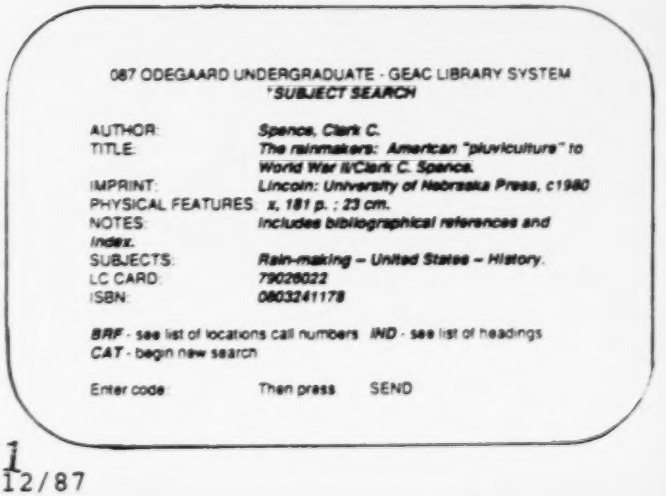

087 ODEGAARD UNDERGRADUATE GEAC LIBRARY SYSTEM
*SUBJECT SEARCH
Matches 8 citations
Ref # Author Title Date
1 Aerometric Res. Inc. Design of a southern Sierra cloud s> 1967
2 Canadian Agri. Svc.> Weather modification; a survey of t> 1970
3 Chicago. Univ> Project Whitetop: a convective clou> 1956
4 Dennis, Arnett S. Weather modification by cloud seedi> 1980
5 Gladwell, John S. statistical evaluation of the Skagi> 1967
6 Humphreys, William Rain making 1926
7 Pacific Northwest For> Sierra ecology proj. 1978
8 U. S. Weather Bur> Weather modification 1950
Type a number to see associated information - OR -
IND - see a list of headings
CAT - begins a new search
CMD - see additional commands
Enter number or code: Then press SEND

When you have an exact match, you can look at a Brief Record or a Full Record.

The ***Brief Record*** includes limited bibliographic information ***plus*** the library location and call number. Circulation status is shown for library units which have the automated circulation system.


087 ODEGAARD UNDERGRADUATE - GEAC LIBRARY SYSTEM
*SUBJECT SEARCH
AUTHOR: Spence, Clark C.
TITLE: The rainmakers: American "pluviculture" to World War II /
IMPRINT: Lincoln: University of Nebraska Press, c1980.
Location Call Number Status
HATSCI/HATSTX QC928.7 .S69
OUGL /UGLSTX QC928.7 .S69 In Library
FUL - see complete citation
IND - see list of headings
CAT - begin a new search
CMD - see additional commands
Enter code: Then press SEND

The ***Full Record*** includes ***complete bibliographic information*** and can be obtained by typing the "FUL" command when you have the brief record on display.


087 ODEGAARD UNDERGRADUATE - GEAC LIBRARY SYSTEM
*SUBJECT SEARCH
AUTHOR: Spence, Clark C.
TITLE: The rainmakers: American "pluviculture" to World War II/Clark C. Spence.
IMPRINT: Lincoln: University of Nebraska Press, c1980
PHYSICAL FEATURES: x, 181 p. ; 23 cm.
NOTES: Includes bibliographical references and index.
SUBJECTS: Rain-making – United States – History.
LC CARD: 79026022
ISBN: 0803241178
BRF - see list of locations call numbers IND - see list of headings
CAT - begin new search
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FORM GUIDE FOR BIBLIOGRA

*Based on: The Chicago Manual of Style, (non-scientific p

TYPE OF ENTRY	BIBLIOGRAPHY FORM
Book - single author	Komisar, Lucy. The New Feminism. Ne York: Franklin Watts, 1971.
Book - more than one author	Ginsberg, Eli and Robert M. Solow, ed The Great Society. New York: Basic Books, 1974.
Book - corporate author	Council of Europe. Handbook of Europ Organizations. Strasbourg: Secreta General of the Council of Europe.
Article from book	Worms, Jean-Pierre. "The French Stud Movement." In Student Activism, ed by Alexander De Conde, 72-86. New Scribner, 1971.
Article from journal	Brantlinger, Patrick. "Dickens and t Factories." Nineteenth Century Fic 26 (December 1971): 270-85.
Article from newspaper	Wall Street Journal. Editorial. 1 November 1966, p. 8.
Encyclopedia article	Columbia Encyclopedia, 4th ed., s.v. War."

MODERN FORM FOR ADDITIONA

Use this form for all references (after the first complete reference) to a particular source, only if one work by this author has been used:

Use this form for all added references to a particular sourc where more than one work by this author has been used:

PHIES AND FOOTNOTES*

apers) 13 ed. rev. (Chicago: Univ. of Chicago Press, 1982)

FOOTNOTE FORM (First Footnote)

[1] Lucy Komisar, The New Feminism (New York: Franklin Watts, 1971), 79.

[1] Eli Ginsberg and Robert M. Solow, eds, The Great Society (New York: Basic Books, 1974), 11.

[1] Council of Europe, Handbook of European Organizations (Strasbourg: Secretariat-General of the Council of Europe, 1956), p. 9.

[1] Jean-Pierre Worms, "The French Student Movement." In Student Activism, edited by Alexander De Conde, (New York: Scribner, 1971), 79.

[1] Patrick Brantlinger, "Dickens and the Factories," Nineteenth Century Fiction 26 (December 1971): 271.

[1] Editorial, Wall Street Journal, November 1, 1966, p. 8.

[1] Columbia Encyclopedia, 4th ed., s.v. "Cold War."

FOOTNOTE REFERENCES

[2] Komisar, 83.

[2] Worms, "French Student Movement," 81.

* Based on the MLA Handbook for Writers of Research Paper
a guide to types of entries that are frequently cited in p
Copies of the handbook are available in Suzzallo Libra

TYPE OF ENTRY		BIBLIOGRAPHY FORM
		A bibliographic entry has three main divisi each followed by a period and two spaces: author's name reversed for alphabetizing, t title, and the publishing data. Doublespac within and between entries. The second lin for an entry is indented 5 spaces.
Book - single author		Frye, Northrop. Anatomy of Criticism: Fou Princeton: Princeton UP, 1957.
Book - more than one author		Bondanella, Peter, and Julia Conaway Bondar Dictionary of Italian Literature. Westport: Greenwood, 1979.
Encyclopedia Article		Chiappini, Luciano. "Este, House of." Enc Britannica: Macropaedia. 1974 ed.
Multi-volume Set		Churchill, Winston S. The Age of Revolution of A History of the English-Speaking P 4 vols. New York: Dodd, 1957.
Article by Anonymous Author		"Portents for Future Learning." Time 21 Se 1981: 65.
Article from journal	Continuous paging in volume	Spear, Karen. "Building Cognitive Skills i Writers." Teaching English in the Two College 9 (1983): 91-98.
Article from journal	Each issue paged separately	Monk, Patricia. "Frankenstein's Daughters: Problems of the Feminine Image in Scie Fiction." Mosaic 13.3-4 (1980): 15-2
Article from newspaper		Dalin, Damon. "A $7 Greeting Card? Yes, E To The Melody It Will Play For You." Street Journal 10 May 1983, eastern ed

SUBSEQUENT

After full documentation has been given for a work, a shortened form is used in enough to identify the work. The author's last name alone, followed by the rele

4
Frye 1

If two or more works by the same author are cited - for example, Northrop Frye's title should follow the author's last name in references after the first.

9
Frye, Anatomy 278.

The information is repeated even when two references in sequence refer to the sa

OGRAPHIES AND NOTES*

s. New York: Modern Language Association, 1984. This is
apers. If you do not see the one you need, do not guess.
ry and Odegaard Undergraduate Library reference areas.

NOTE FORM (First Note)

ons, the he e e

In research papers, make all notes endnotes, unless you are instructed otherwise. A note has four main divisions, with a period only at the end: the author's name in normal order, followed by a comma; the title; the publishing data in parentheses; and a page reference. Doublespace within and between notes. In a note the first line is indented 5 spaces.

1

r Essays.

Northrop Frye, Anatomy of Criticism: Four Essays (Princeton: Princeton UP, 1957) 52.

2

ella, eds.

Peter Bondanella, and Julia Conaway Bondanella, eds., Dictionary of Italian Literature (Westport: Greenwood, 1979) 52-57.

3

yclopaedia

Luciano Chiappini, "Este, House of," Encyclopaedia Britannica: Macropaedia 1974 ed.

4

. Vol. 3
eoples.

Winston S. Churchill, The Age of Revolution, Vol. 3 of A History of the English-Speaking Peoples, (New York: Dodd, 1957) 133-45.

5

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"Portents for Future Learning." Time 21 Sept. 1981: 65.

6

n Basic
Year

Karen Spear, "Building Cognitive Skills in Basic Writers," Teaching English in the Two-Year College 9 (1983): 94.

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Patricia Monk, "Frankenstein's Daughters: The Problems of the Feminine Image in Science Fiction," Mosaic 13.3-4 (1980): 16.

8

ut Listen
Wall
.: 37.

Damon Dalin, "A $7 Greeting Card? Yes, But Listen To The Melody It Will Play For You." Wall Street Journal 10 May 1983, eastern ed.: 37.

REFERENCES

subsequent notes. Be brief, but clear. The information included must be
vant page numbers, is usually adequate.

45-47.

Anatomy of Criticism as well as his Critical Path - a shortened form of the

10

Frye, Critical 1-10.

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